

The American University of Rome
Department of Arts and Humanities

ARC 303/CLS 303: ANCIENT SICILY

Professor: T.B.A. email:

Instructional Syllabus

COURSE DATES: Thursday 8 January 2009- Sunday 25 January 2009

Office Hours: by appointment

Pre-requisites for an upper-level Classical Studies course: previous course in Classics, Classical Studies, or Ancient History.

Credit Hours: Three (3).

Mission Statement: Classical Studies

The program in Classical Studies is a vigorous and important component of the Department of Arts and Humanities that aspires to excellence. Combining both traditional and innovative courses the program in Classical Studies introduces students to a wide variety of aspects of the ancient worlds of the Mediterranean with a special emphasis on Roman civilization and culture and its survival down to the present. Taking advantage of AUR's location in the heart of Rome, courses are offered on archaeology, art history, political, religious and social history, literature and language, and philosophy. A great deal of the teaching is conducted on-site. The emphasis given by the program to the cultural interchange of the ancient world prepares students to recognise similar mechanisms in the modern world and the need for intercultural understanding and mutual respect.

Short Course Description (for catalog)

This course offers a historical overview of more than a thousand years of ancient history. There will be visits to the principal archeological sites and museums, examining material from the Palaeolithic to Imperial Roman times. Topics for study will include mythology and the early settlements of the island; the Phoenician seaborne empire; the expansion of Magna Graecia; the Punic Wars; Roman Provincial Government. Students will be introduced to the methodology of ancient history through the critical analysis of a wide variety of archeological, historical and literary source material.

Course Description (for syllabus)

Strategically placed at the crossroads of the Mediterranean, ancient Sicily was home to a number of diverse peoples. Flourishing prehistoric Sikel, Sicanian and Elymian cultures mixed with Phoenician and Greek colonists; the city-states of Magna Graecia vied with Carthage for political dominance, while Rome turned a greedy eye towards the island's natural resources.

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Course Learning Objectives

At the end of this course the student will be able to:

1. identify the major events of the history of Ancient Sicily as narrated and dramatized in some of the major works of Classical literature (in translation).
2. evaluate a range of historical source materials.
3. assess critically the function of these source materials within the context in which they were made.
4. formulate arguments and produce written commentaries on historical topics.

Course Learning Activities

- (LO1\2\3\4) Out of class reading and writing assignments: Students will read primary texts (in translation) and secondary material in preparation for discussion in situ.
- (LO2\3\4) In class\on site analysis: students will read and analyze primary texts; they will become familiar with analytic methodology and critical terms; they will answer orally and in writing to questions stemming from the assigned readings.
- (LO2\3\4) In class discussions: Students will participate in discussions, sustain their views and ideas by using a new and specialized lexicon.
- (LO1\2\3\4) Oral presentations: students will make two oral presentations: individually and as a group. They will choose a topic among the ones listed on the syllabus which they will prepare and present to the class, using elements of critical terminology already learned.

Assessment tools

Individual Oral Report: students will be asked to give an oral presentation (20% of the final grade).

Group Oral Report: students will be asked to give a group oral presentation (20% of the final grade).

Midterm and final examinations: There will be both a midterm and final examination. The one and a half hour (90 minute) midterm examination will be composed of two parts: two short (one paragraph) definitions of key themes and a long essay (from a choice of two) on the themes discussed in class. The final examination will follow exactly the same format. (60% of the final grade).

Grade tabulation

Final grades for the entire course will be based upon the completion of the following requirements:

Individual Oral Report:	20%
Group Oral Report:	20%
Midterm Examination:	30%
Final Examination:	30%

Required text.

There is no required text for this course. Students should equip themselves with a good guide book to Sicily such as E. Grady, *The Blue Guide to Sicily*, London 2003 or A. Tullio, *Itinerari archeologici in Sicilia*, Palermo 2002. Handouts and additional readings will be supplied by the instructors for each component of the course.

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Syllabus and Weekly Schedule

The interdisciplinary program alternates full-day excursions and on-site visits with classroom lectures and seminars.

This may be subject to slight alteration.

TRAPANI SESSION

Day One (Thursday 8 Jan): Trapani.

Day Two (Friday 9 Jan): Motya: Erice.

Day Three (Sat 10 Jan): Palermo, Archeological Museum.

Day Four (Sun 11 Jan): Lilybaeum, Segesta

Day Five (Mon 12 Jan): Agrigento Museum and Park

Day Six (Tues 13 Jan): Solunto, Himera

Day Seven (Wed 14 Jan): Selinunte

Day Eight (Thurs 15 Jan): Eraclea Minoa.

Day: Nine (Fri 16 Jan): Midterm exams

Day Ten (Sat 17 Jan): Free Time

Day Eleven (Sun 18 Jan): Free Time

SIRACUSA SESSION

Day Twelve (Mon 19 Jan): Syracuse, Ortygia

Day Thirteen (Tues 20 Jan): Castello Euryalus; Akrai; Pantalica.

Day Fourteen (Wed 21 Jan): Piazza Armerina and Morgantina

Day Fifteen (Thurs 22 Jan): Catania, Mt Etna and Taormina

Day Sixteen (Fri 23 Jan): Syracuse, Archaeological Museum and Park (group reports)

Day Seventeen (Sat 24 Jan): Megara Hyblaea and Thapsus (group reports)

Day Eighteen (Sun 25 Jan): Final Exams.

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SUGGESTIONS FOR INDIVIDUAL ORAL REPORTS

ARCHEOLOGICAL MUSEUM, PALERMO.

Pseudo-Egyptian Statue from Motya.
Stele with the Baltic triad from Lilybaeum.
Statue of Zeus enthroned from Solunto.
Metopes from the temple to Juno, Selinunte.
Fragment of the Parthenon frieze.
Siceliot ceramics.
Elymian amphorae.

ARCHEOLOGICAL MUSEUM, AGRIGENTO.

Agrigento kouros.
Attic black figure pottery.
Telamones from the temple of Olympian Zeus.
The god Bes.
North African mosaics.
Child's marble sarcophagus.
Crater with the Amazons from Gela.

ARCHEOLOGICAL MUSEUM, SIRACUSA.

Carved door-slabs from the stone tombs at Castelluccio (Noto).
Pottery from Thapsos.
Bronze finds from Pantalica.
Settlement at Naxos.
Kouros from Ortygia.
Venus Landolina.

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Course Policies

The assigned reading of primary texts will often form the basis of each class and guide the questions and issues under discussion. To supplement our discussions, there are assigned a number of readings from primary texts. This reading is compulsory and an essential component of the course as students will be expected to acquire a basic understanding of the history of ancient Sicily by reading as widely as possible throughout a variety of sources. Internet sources may be consulted, but should not be considered authoritative (see below).

Rules for Attendance and Required Readings

Seminar discussions depend upon the students' presence and preparedness. Students are required to complete the reading as directed.

ASSESSMENT

Oral Presentations 40% (rubric attached)

There will be two oral presentations, an individual presentation and a group report (three students).

The individual oral report will be in the Archaeological Museum in either Palermo, Agrigento or Siracusa. This will be a ten (10) – fifteen (15) minute presentation accompanied by a double-sided handout.

The group oral reports will take place on the last two evenings. They will be extended presentations (30 minutes) prepared during the course on general themes covered during the on-site visits (e.g. Greek Theatre; mythology; Roman religion).

Midterm and Final Examinations 60%

These comprehensive written examinations – focusing on major, over-arching ideas and issues embedded in all of our primary text readings and on-site visits – will each constitute 23% of the course grade. The examinations will be composed of two parts: two short (one paragraph) definitions of key themes and a long essay chosen from a choice of two essay questions. Students are expected to answer ALL parts in the allotted time.

AUR grade values

94 – 100 points	=	A	“Excellent”
90 – 93.99 pts	=	A-	
87 – 89.99	=	B+	
83 – 86.99	=	B	“Good”
80 – 82.99	=	B-	
77 – 79.99	=	C+	
70 – 76.99	=	C	“Satisfactory”
60 – 69.99	=	D	“Poor”
59.99 – 0	=	F	“Failing”

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BE SCRUPULOUS TO AVOID PLAGIARISM

Academic Integrity

Plagiarism is always punished and all students should be very conscious that they are not infringing academic integrity when submitting papers or other work that they are claiming as their own. You are advised to read carefully the leaflet issued by the library on Citation and to keep all notes, photocopies etc. that you make whilst writing your independent research project as evidence that the work is your own. A clean desk policy is in operation during the midterm and final exams, nothing should be on your desk except the pen you are writing with. You are not permitted to leave the exam room during the midterm and final exams. If you do your paper will be collected and you will not be allowed to add anything to it. All cases of cheating and plagiarism are reported to the Provost who can take disciplinary action up to and including expulsion.

Accrediting others' intellectual material

Appropriate references and credit to intellectual property employed in the construction of the final research paper in the form of notes (footnotes, endnotes, parenthetical notes or textual references) is expected. Plagiarism involves passing off somebody else's work as your own, and includes, for example, copying from a book or a website without acknowledgement. It also includes copying the work from another student. Plagiarism is an academic offence and is taken extremely seriously. The AUR has a strict policy on plagiarism, which will be rigorously enforced. Evidence of plagiarized material will disqualify the work altogether and may lead to serious disciplinary action. Consult the AUR Academic Integrity Code in your Student Handbook.

Standards of academic conduct are outlined in the University's Academic Integrity Code. By participating in this programme, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will be taken seriously, and disciplinary action will ensue should such violations occur.

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ORAL PRESENTATIONS: RATING SCALE RUBRIC

		Excellent	Good	Acceptable	Below standard
Academic Content	Clearly stated the argument	Excellent explanation of the argument to be presented with appropriate visual aids. The argument is suitable for the time available and the audience.	Good explanation of the argument to be presented with appropriate visual aids. The argument is suitable for the time available and the audience.	Good attempt to explain the argument but not always clear and/or the argument itself is either too superficial for the audience or too complicated for the time available.	No sense of the argument to be presented or why it is important.
	Logically developed the argument	Excellent elucidation of the argument that is easy to understand and supported by visual aids where necessary.	Good elucidation of the argument that is easy to understand and supported by visual aids where necessary.	Good attempt to elucidate the argument but not always entirely clear and/or lacking the necessary visual aids.	Argument confused and hard to follow.
	Critically analyzed the sources researched	Excellent critical analysis and synthesis of the available evidence.	Good critical analysis and synthesis of the available evidence.	Good attempt at analyzing and synthesizing the available evidence but room for improvement.	No real attempt to analyze and/or synthesize available evidence and/or superficial.
	Related the material to the course overall	Relates the presentation to the goals of the course and other classes extremely well.	Relates the presentation to the goals of the course and other classes well.	Makes a genuine attempt to relate the presentation to the goals of the course and other classes.	Does not relate the presentation to the goals of the course and other classes.
Presentation Skills	Material well organized	Presentation is extremely well prepared and professional looking.	Presentation is well prepared and professional looking.	Good attempt to prepare the presentation in a professional manner.	Presentation appears unpolished and hurriedly assembled.
	Material well presented	Excellent speaking skills i.e. speaker appears confident, knows the material without reading from notes, engages in eye contact with the audience, has a lively intonation & articulates clearly and loudly.	Good speaking skills. One or two of the aforementioned missing or weak.	Good attempt to present well but more than two of the aforementioned missing or weak.	Most of the aforementioned missing or weak OR no attempt made to learn the material but read entirely from notes.